

Revised Durham Framework: Developing as a Geographer – A way to think about progression from P8 to the end of KS3. Developed by the Durham Geography Networks

This document builds on the discussions of the Humanities networks in Durham and South Tyneside around progression in Geography. It builds upon the outline guidance of the GA and links to the 4 elements of progression. Text in italics is drawn directly from the 2016 Ofqual grade statements for Geography. Within each stage of the progression, schools may be wishing to look at how secure a pupil's development is. Confidence demonstrated in one strand – **emerging**. Confidence demonstrated in two strands – **developing**. Confidence demonstrated in three strands – **secure**. Confidence demonstrated in four strands – **greater depth**

	Develop and then demonstrate knowledge of locations, place and process. <i>By GCSE to include environments and be at different scales</i>	Geographical understanding of the nature and then impact of key geographical processes, their interdependence and their impact. <i>By GCSE include key concepts.</i>	Interpret, <i>and by GCSE, apply knowledge and understanding to, a range of sources of geographical information and communicate findings in a variety of ways (maps, numerical, writing at length)</i>	Geographical skills and fieldwork Techniques to include the collection/ analysis and communication of data in investigation of processes and places. <i>By GCSE to be able to select and adapt skills and techniques in investigation of issues and questions.</i>
Links to the characteristics of G8 GCSE	<i>Pupils demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues</i>	<i>Pupils demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena.</i>	<i>Pupils construct sustained and convincing arguments to draw well-evidenced conclusions using complex data sets. In relation to field data, evaluates in detail the contribution made by results to the conclusions.</i>	<i>Pupils use and evaluate a wide range of geographical skills and techniques effectively. Appropriate to the specific enquiry. They use GIS to interpret and analyse data in comprehensive detail. Very well developed understanding and application of geographical skills. Able to suggest enhancements/ modifications to geographical enquiry</i>
Links to characteristics of G7	Pupils demonstrate precise and thorough knowledge, understanding and application of the geographical information and issues studied.	Pupils demonstrate a thorough understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena	Pupils construct convincing arguments that are sustained and suggest conclusions supported by well selected evidence from different types of data.	Pupils use and analyse a wide range of geographical skills and techniques with confidence that are appropriate to the specific enquiry. Well-developed numerical skills that describe, explain and link global issues. Uses GIS to interpret and analyse data in detail. Clear understanding of statistical skills (central tendency and frequency)
Links to characteristics of G6 at GCSE	Pupils demonstrate accurate and relevant knowledge, understanding and application of geographical information and issues studied.	Pupils demonstrate clear understanding of a wide range of interactions and interrelationships between people and the environment and between geographical phenomena.	Pupils construct coherent and generally sustained arguments with conclusions related to different types of geographical source/ figure/maps/ or data from fieldwork.	Pupils use and sometimes evaluate a range of techniques with accuracy. Map, graphical skills, numerical skills and statistical skills are developed with confidence. Uses GIS to interpret and analyse data. E.g. Calculate % increase, describe relationships and make predictions. Be able, with increasing independence, carry out a piece of geography fieldwork.
End of Y9 Links to the characteristics of G5 GCSE	<i>Pupils demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.</i>	<i>Pupils demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.</i>	<i>Pupils construct coherent, clear arguments to draw reliable conclusions supported by evidence for example from one or more source/ figure / maps or data from fieldwork.</i>	<i>Pupils use a range of geographical skills and techniques accurately, showing understanding of their purpose. Uses GIS to interpret data. Map, graphical and numerical skills well developed (proportion, and ratio)</i>
End of Y8	Pupils demonstrate clear, detailed knowledge of the understanding and application of geographical information and issues studied across a range of written tasks.	Pupils demonstrate, with some detail, understanding of the interactions and interrelationships between people and the environment and between geographical phenomena.	Pupils suggest an argument and begin to draw a conclusion supported by relevant examples from figures/ source/ maps or data from fieldwork.	Pupils use a range of more developed geographical skills and techniques with accuracy to include 4 and 6 figure grid references, compass directions, the construction and reading and analysis of graphs e.g. bar graphs and pie charts, use of GIS to view and understand data, comparison of maps and description of features from photographs.
End of Y7	Pupils demonstrate clear knowledge of the understanding and application of geographical information and issues studied in a variety of written tasks.	Pupils demonstrate understanding of the main interactions and interrelationships between people they have studied and the environment and between geographical phenomena.	Pupils make developed comments using some relevant evidence from figure/ source/ map/ field data to inform a basic conclusion.	Pupils use a range of geographical skills and techniques is confident; to include constructing and reading graphs e.g. bar graphs and pie charts, drawing and labelling simple sketches, map skills and use of GIS to view different types of data.
By the end of Y6 Links to the characteristics of G2 GCSE	Pupils demonstrate limited knowledge, understanding and application of the geographical information and issues studied. Pupils can demonstrate some general knowledge relating to the human and physical geography of a region of the United Kingdom, a region in Europe and a region within North or South America.	Pupils demonstrate basic/ simple understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena (processes). Pupils demonstrate limited awareness of key issues. Pupils are able to produce basic written discussions with limited development of ideas.	Pupils make straightforward comments with some reference to evidence from a figure/ source or data from fieldwork. These may be generic comments informing a basic decision.	Pupils use some basic geographical skills and techniques with limited accuracy. (To include measurement, recording and presentation methods (sketch etc.). Basic Ordnance survey map skill use - use 8 points of compass, 6 fig grid ref, use of symbols, basic scale in order to state the distance)
By the end of Y4	Pupils demonstrate simple knowledge relating to the location, physical and human geography of the UK. Pupils can demonstrate some general knowledge relating to the human and physical geography of a region of the United Kingdom and a region in Europe to include key features and human/physical process. Pupils use the key vocabulary for this stage.	Pupil work indicates a simple understanding of how people/ places/ processes affect each other. Pupil work shows a simple understanding of cause and impact.	Pupils choose and use information from a figure/ source / map or data from fieldwork in their geographical writing to agree or disagree with an idea.	Pupils can gather basic information during fieldwork and present their findings. Pupils can follow a route on a map, identify features on an aerial photograph, use four fig grid references and 8 point so of the compass to identify features on a map. Recognise and use OS symbols and the key.
End of KS1	Pupils recall the names of the countries, capitals and seas that have been studied. Pupils can add these details to a simple map. Pupils can recall, and use with increasing confidence, the key geographical vocabulary for this stage.	Pupils give a basic outline of how the weather affects people/ places/ animals/ vegetation. Pupils can give a basic outline of what jobs people do in a place or how a place has changed over time.	Pupils use a piece of information from a geographical figure/ source or fieldwork to agree or disagree with an idea. Pupils can use a globe to identify hot and cold places and the Equator.	Pupils can find things on a simple map. Pupils can make a simple map and add basic key. Pupils can use a compass to find N/S/E/W Pupils can talk about some of the symbols on a map. Pupils can collect basic information on a field trip and record it with help.
End of Y1	Pupils identify the names of the countries, capitals and seas of the UK. They name places/ basic processes	Pupils identify some of the ways people influence/ effect their environment and how geographical phenomena affects them and their area	Pupils identify basic key features on a photograph, sketch or a map or during a fieldwork observation	Pupils can use a simple map of a familiar place and associated directional language. Pupils can add extra labels to a map. Pupils can use a compass to find N/S Pupils can ask basic geographical questions. Pupils can use a pro forma to gather basic data on a field walk.
P8 for reference	Pupils recognise the physical/natural and human / made features of places [for example, identifying buildings and their uses] They use simple geographical language to communicate their ideas about various locations, functions and roles.	Pupils show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive.	Pupils use resources given to them and their own observations to respond to simple questions about places and people	Pupils recognise simple symbols or representations on maps and plans <i>They can collect objects during a field trip and talk about what has been found.</i>

